NO 3 MERRILL'S NO 3
MODERN PENMANSHIP

Philip H. Jones

STANDARD SERIES

MAYNARD, MERRILL, & CO.
NEW YORK

INTRODUCTION

Merrill's Modern Penmanship has been prepared to meet the requirements of those teachers who recognize the limitations and defects of the old slant system, but do not find in absolutely vertical penmanship an entirely satisfactory substitute. This new system has been prepared with the fullest consideration of the preferences of progressive teachers everywhere, and with the benefit of the careful study and experiment recently carried on by superintendents and supervisors of penmanship in New York and other large cities.

It appears to be true that the effort to write vertically produces in the case of many pupils a tendency to backhand writing. Recent careful investigation and experiment have demonstrated that an inclination of 18° from the vertical counteracts this tendency. The present system is based on this fact.

This medium slant has not made it necessary to sacrifice any of those distinctive qualities—legibility, grace, and rapidity of execution—which have made Merrill's Vertical Penmanship the most successful system of vertical writing ever published. Extreme simplicity of form has been found most conducive to the attainment of these qualities, and every letter-form has been carefully studied with that end in view. It is beauty of proportion which gives the highest grace of form,—not shading and elaborate flourishing.

The writing staff is divided into only three spaces, and all the letters are brought within them. This follows more closely the proportions of ordinary type, produces a style of penmanship having unusual character and dignity, and makes the system easier to teach and easier to learn than any other.

A proportion of 4 in width to 5 in height has been adopted as the basis of capitals and small letters. The 4 by 5 proportion produces a letter of great beauty, grace, and perfect legibility, and as compared with the 5 by 5 letter shows an economy of space amounting to 25%.

The copies themselves have been chosen with care, and with regard to their hold on the pupils' interest no less than to their instructive nature. The thoughts expressed have been graded as carefully as have the letter-forms.

The experience of the author of Merrill's Modern Penmanship has convinced him that, with respect to the position of the body in writing and the manner of holding the pen, allowance should be made for individual characteristics. If, however, uniformity in these respects is required from a class, the pupils should be told to sit in an easy and upright position, with the right forearm resting lightly on the desk. The penholder should be held naturally and easily between the thumb and two fingers, so that it points in the direction of the right elbow. Too much stress, however, should not be laid upon this point. The hand should rest lightly on the third and fourth fingers, which steady it as it glides lightly over the paper. Let the book be pushed up as the writing descends, so that the hand is always at about the same distance from the edge of the desk.

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Alvin caught a fine fox. !

Alvin caught a fine fox. !
Alvin caught a fine fox. !
Alvin caught a fine fox. !
Alvin caught a fine fox. !
Alvin caught a fine fox. !
Alvin caught a fine fox. !
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Alvin caught a fine fox. !
Alvin caught a fine fox. !
Alvin caught a fine fox. !
Alvin caught a fine fox. !
Alvin caught a fine fox. !

Bears can learn tricks. 2

Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2
Bears can learn tricks. 2

Cats are cunning pets. 3

Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3
Cats are cunning pets. 3

David shot a wild duck. 4

David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4
David shot a wild duck. 4

Eggs are found in nests. 5

Eggs are found in nests. 5
Eggs are found in nests. 5
Eggs are found in nests. 5
Eggs are found in nests. 5
Eggs are found in nests 5
Eggs are found in nests. 5
Eggs are found in nests. 5
Eggs are found in nests. 5
Eggs are found in nests. 5
Eggs are found in nests. 5
Eggs are found in nests 5

Fred found the lost ball. 6

Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6
Fred found the lost ball. 6

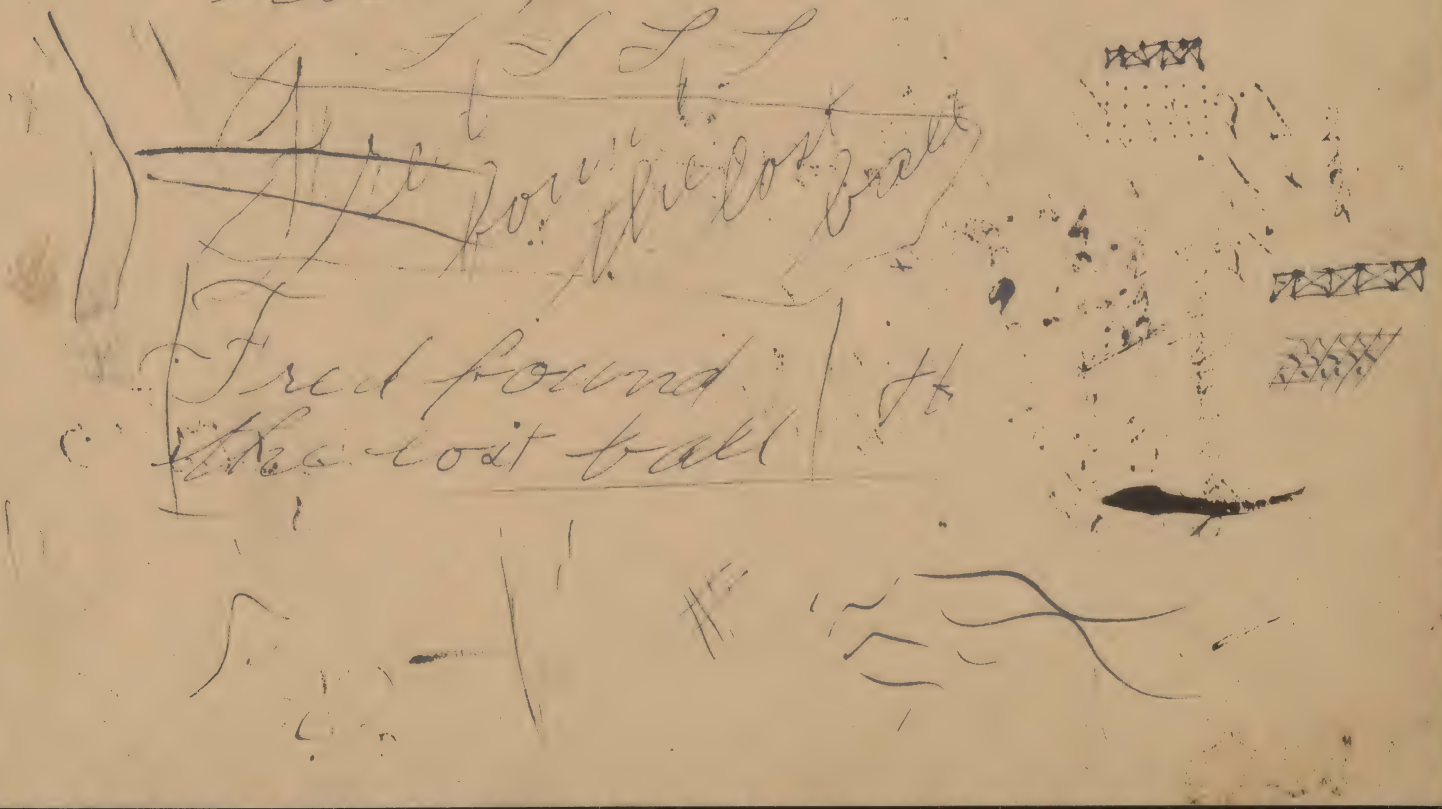
Get me some ripe grapes. 7

Get me some ripe grapes. 7
Get me some ripe grapes. 7
Get me some ripe grapes. 7
Get me some ripe grapes. 7
Get me some ripe grapes. 7
Get me some ripe grapes. 7
Get me some ripe grapes. 7
Get me some ripegrapes. 7
Get me some ripegrapes. 7
Get me some ripe grapes. 7
Get me some ripe grapes. 7

How the busy bees hum! 8

5

Fred found the lost ball



I can ride my wheel. 9

John has gone fishing. 10

Keen knives cut quickly. 11

Look well before you leap. 22

Meet me just after school. 33

Neat children look well. 44

Oaks grow from acorns. 55

Plows break the furrows. 66

Quinces make good jelly. 77

Run a race with Robert. 89

Snails live in hard shells.

Ten cents make one dime.

Up with our starry flag!

Vans carry heavy loads. X

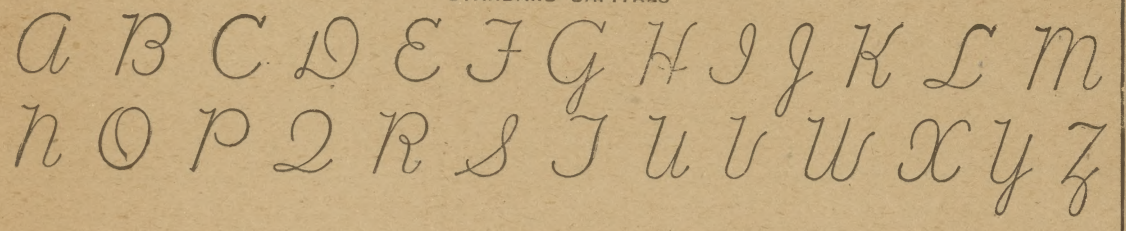
Work with zeal and vigor.

Your writing is excellent. Z

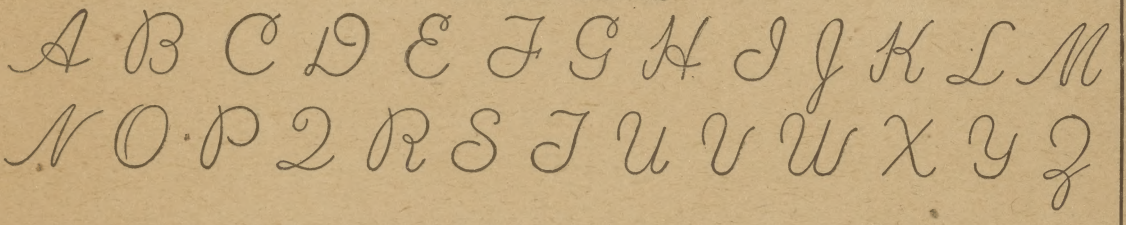
MERRILL'S MODERN PENMANSHIP

CONDENSED CHART

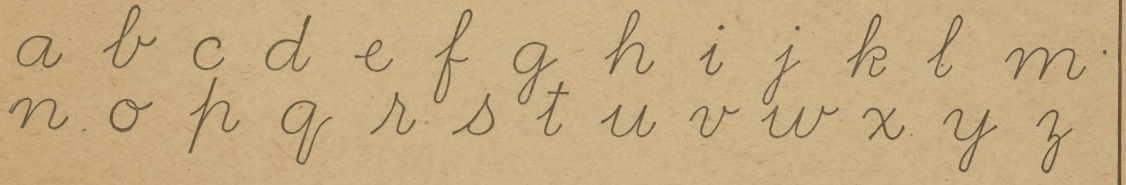
STANDARD CAPITALS



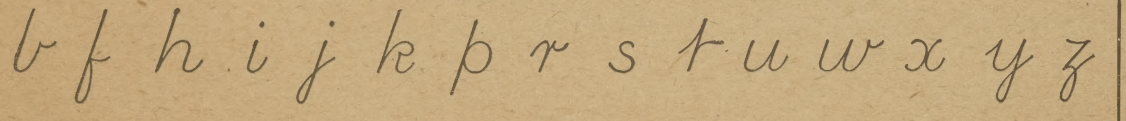
OPTIONAL CAPITALS



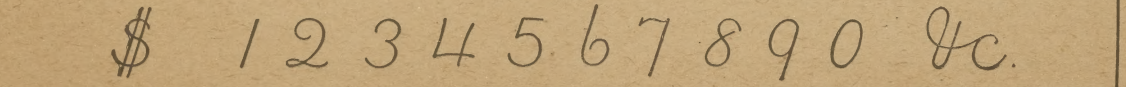
STANDARD SMALL LETTERS



OPTIONAL SMALL LETTERS



FIGURES



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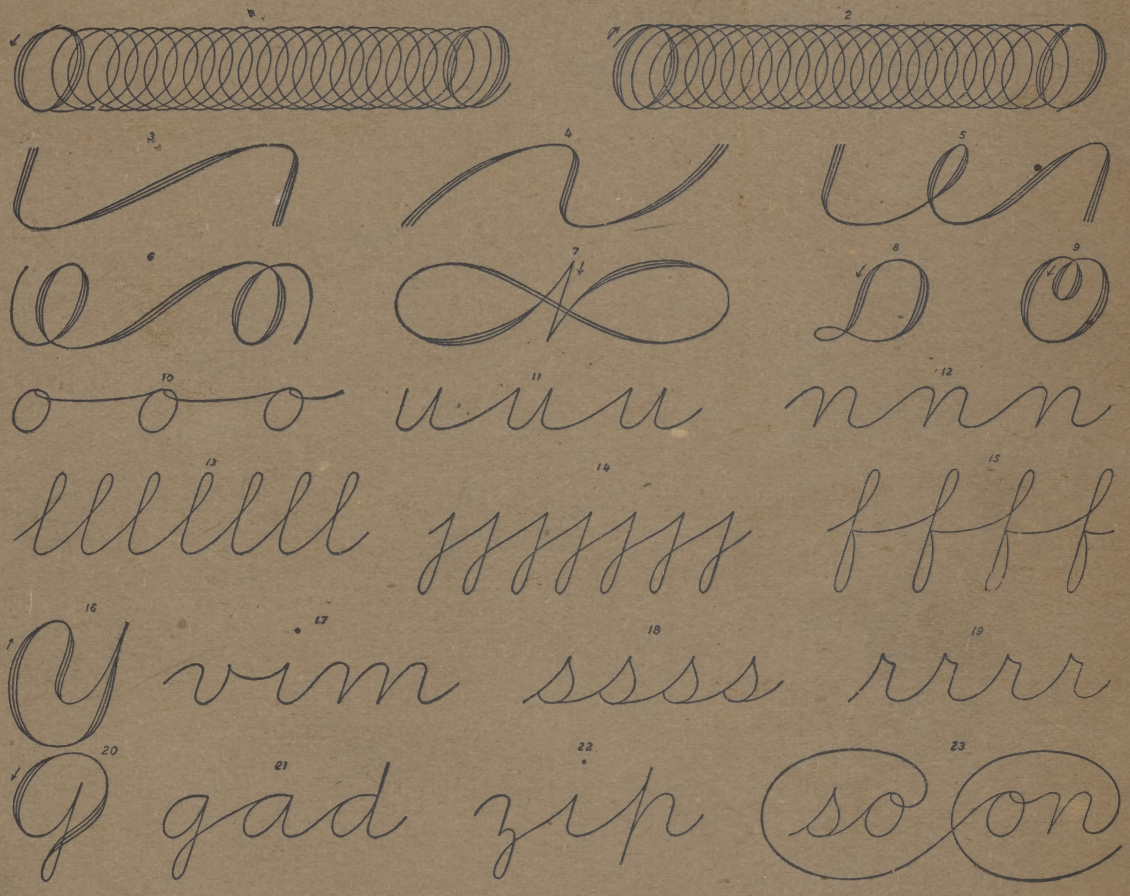
MERRILL'S MODERN PENMANSHIP

MOVEMENT EXERCISES



There seems to be no doubt that a free movement in writing is much more rapid and less tiring to the hand than a cramped finger movement; and, consequently, much attention should be paid to obtaining this unconstrained movement after the pupil has attained a sufficient muscular development.

The movement exercises should be made with a rapid movement of the hand, resting lightly on the muscle of the forearm. The pupil should hold the pen loosely and bear lightly on the paper.

The running ovals are made by overlapping the curves, using a free, rolling motion from left to right across the page.

The wave-line movement drills contain all of the elements and movements used in writing and can be employed successfully in all grades. The reverse action used in making these exercises will greatly assist the pupil in acquiring the easy, flowing motion so necessary for smooth, rapid writing.